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ABSTRACT

The report is intended to provide educators, policy makers, legislators, and funding sources with the latest data on the progress of minorities in higher education. Included is information on high school completion and college participation rates for 18-to-24-year-olds. Data from the U.S. Department of Education's Higher Education General Information Surveys and Integrated Postsecondary Education Data System surveys on college enrollment by race, ethnicity, and sex are presented, along with enrollment figures for historically black colleges and universities. The report contains comparisons between college completion rates for minorities and whites. Also included is a descriptive analysis of minority employment in higher education, which includes data on tenure rates, rank, and number of minority faculty and administrators. Contains 14 tables of statistics. (GLR)

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SEVENTH ANNUAL STATUS REPORT 1988

MINORITIES IN HIGHER EDUCATION

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The Office of Minority Concerns of the American Council on Education is pleased to issue the *Seventh Annual Status Report on Minorities in Higher Education.* This report has become an integral part of the Council's effort to inform our constituency of significant trends and issues for minorities. Your comments and suggestions on ways to improve the report are always welcomed.

We wish to acknowledge the fine work of Ebo Otuya, principal researcher for the report, and the insight and guidance of Sara Melendez. Without the support of Lachone Fuquay, Jill Bogard, Boichi San, and Jay Brill this report would not have been possible. Warm thanks are also extended to those who served as reviewers, especially Charles Andersen, Elaine El-Khawas, Art Hauptman, EmClaire Knowles, David Merkowitz, Cecilia Ottinger, Donna Shavlik, and Barbara Turlington.

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EXECUTIVE SUMMARY

This report addresses many important issues relating to minorities' participation in higher education. However, the following key points deserve particular attention:

1. The percentage of 18-to-24-year-old Blacks and Hispanics completing high school increased significantly between 1976 and1986, yet, as of 1986, the proportion of them enrolling in college declined.

2. During the last decade the proportion of Black men attending college suffered the largest decline of all racial and gender groups.

3. Led by gains of ~~17~~ 15 percent in Asian enrollment and ~~17~~ 17 percent in Hispanic enrollment, minorities as a group netted an 8 percent gain in college enrollment between 1984 and 1986.

4. Between 1984 and 1986, Black college enrollment was relatively stable, remaining below the 1980 high of 1.1 million students.

5. Despite gains in the last decade, Hispanics are still underrepresented in higher education, accounting for only 5 percent of the total college enrollment.

6. Hispanics and American Indians remain concentrated in two-year institutions. Over 55 percent of the Hispanics and 57 percent of the American Indians enrolled in higher education attended two-year institutions, compared to 37 percent of all college students.

7. Graduate enrollments for Blacks, Hispanics, and Asians increased between 1984 and 1986, while graduate enrollment for American Indians did not change. The upward swing in graduate enrollment for Blacks reversed a downward trend of prior years.

8. As of 1987, enrollments in Historically Black Colleges and Universities increased slightly over the prior year. Despite earlier declines, these institutions still enrolled one out of six Blacks in higher education.

9. Between 1975 and 1985, there was a 33 percent increase in the number of minorities holding full-time faculty positions. However, minorities made little progress in increasing their relative share of full-time faculty positions.

10. Blacks made the smallest gains in full-time faculty positions. Despite this increase (3 percent), they dropped slightly in their relative share of faculty positions.

11. In 1985, 10 percent of full-time faculty positions were held by minorities. When compared to the number of minority college students, minorities remain grossly underrepresented on faculties.

12. Blacks, Hispanics, and American Indians tend to be concentrated in the lower faculty ranks. Between 1975 and 1985, there was little change in the rank and tenure rates for these groups.

13. Although the number of Asian faculty nearly doubled between 1975 and 1986, their overall tenure rate also was below the national average.

14. Minorities remain underrepresented in higher education administration; however, they achieved larger gains here than at the faculty level. In 1975, minorities held 9 percent of the administrative positions; by 1985 their share had increased to 12 percent.

15. In order to reverse the decline in college participation of Black and Hispanic youth, higher education must develop comprehensive programs designed to recruit, retain, and graduate a more culturally and racially diverse population.

16. Particular efforts are needed to increase the participation of Black males in higher education, since their representation lags behind that of all other groups.

INTRODUCTION

This is the seventh year in which the Office of Minority Concerns (OMC) of the American Council on Education has released the *Annual Status Report on Minorities in Higher Education*. The report provides educators, policy makers, legislators, and funding sources with the latest data on the progress of minorities in higher education. This year's report is designed to be a convenient reference for baseline trends on minority participation from 1975 to 1986.

The status report includes information on high school completion and college participation rates for 18-to-24-year-olds. Data from the U.S. Department of Education's Higher Education General Information Surveys and Integrated Postsecondary Education Data System surveys on college enrollment by race, ethnicity, and sex are presented, along with enrollment figures for Historically Black Colleges and Universities. The report contains comparsions between college completion rates for minorities and whites. Also included is a descriptive analysis of minority employment in higher education, which includes data on tenure rates, rank, and number of minority faculty and administrators.

Prior reports have included a special focus on a topic OMC deems critical to the advancement of minorities in higher education. Highlighted in the current report is the declining college participation of Black males. Since Black men have experienced the greatest slippage in enrollments and number of degrees earned, and the least progress in the number of faculty positions held, it is essential to analyze factors contributing to this decline. In our special focus we outline the critical nature of this problem and recommend areas that need further research and policy development.

For several years, OMC has cited the lower high school completion rates of Blacks and Hispanics, declines in the percentage of Blacks and Hispanics enrolling in college, and lower college completion rates for minorities. These are higher education issues that must be addressed. In spring 1987, the American Council on Education (ACE) undertook a major effort to further renewed commitment to full participation of all racial and ethnic groups in our educational system. As part of this effort, ACE has moved forward with a wide range of strategies to achieve this goal.

In cooperation with the Education Commission of the States, ACE formed the Commission on Minority Participation in Education and American Life. The Commission issued a compelling report, *One-Third of A*

Nation, which challenged the nation to address a growing disparity in social and economic conditions between members of minority groups and the majority population. Minority participation in higher education and American life was a major focus of ACE's 1988 annual meeting. With the support of the Aetna Foundation, ACE and the American Association of State Colleges and Universities conducted a national conference on minority recruitment and retention strategies. An award-winning special issue of ACE's quarterly journal, *Educational Record*, was devoted to minorities in the education continuum. Future projects planned by ACE include: the publication of *Minorities on Campus: A Handbook for Enhancing Diversity*, a pilot program to assist two- and four-year colleges in developing effective articulation agreements; establishment of a comprehensive resource center on minority participation; and publication of a study funded by the Mellon Foundation on institutions that produce the most minority doctorates.

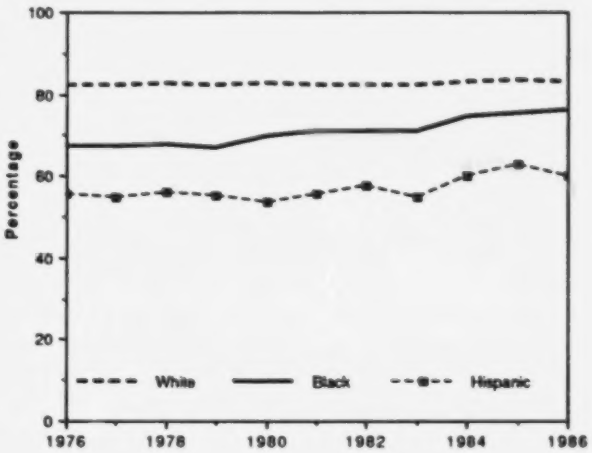
Although these and other efforts are under way on college campuses and at the state and national levels, pressing and complicated issues remain. Encouragingly, there are reports of substantial increases in Black college enrollment for Fall 1988. However, efforts to improve the education of minority students must be expanded to every school system, institution of higher education, and state. As *One-Third of A Nation*, suggests "leaders at all levels of education must recognize their interdependence and decide that attention to the total system is among their highest priorities, and further, that the full participation of minority citizens is vital to our survival as a free and prosperous nation."

HIGH SCHOOL COMPLETION RATES

High school completion rates indicate that a larger percentage of Black and Hispanic 18-to-24-year-olds are finishing high school. However, a lower percentage of these young people are enrolling in college. In 1986, high school completion rates for 18-to-24-year-olds continued to improve, according to data from the Bureau of the Census' *Current Population Reports, Series P-20*. These rates include those 18-to-24-year-olds who have obtained a General Educational Development certificate (GED) and will be somewhat higher than comparable, separate rates for 18- or 19-year-olds.

The percentage of young people completing high school in the 18-to-24-year-old age cohort has improved more for Blacks than for any other racial or ethnic group (see Figure 1). Hispanics also have made notable gains, but still have the lowest high school completion rate, lagging behind both Blacks and whites. Although the gap between the completion rate of whites and that of Blacks and Hispanics appears to be closing, in 1986 whites still completed high school at a higher rate

Figure 1
High School Completion Rates for 18-to-24-Year-Olds by Race/Ethnicity, 1976 to 1986

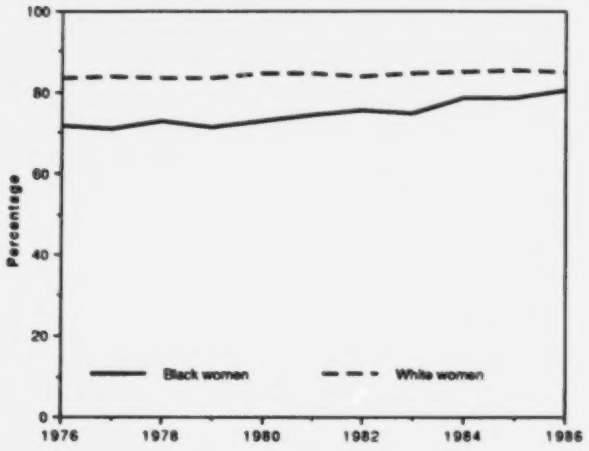


Source: Bureau of the Census, *Current Population Reports*, Series P-20, various years.

(83.1 percent, compared to 76.4 percent for Blacks and 59.9 percent for Hispanics). Overall, the completion rate for Black 18-to-24-year-olds increased from 67.5 percent in 1976 to 76.4 percent in 1986. Black females completed high school at a much higher rate than Black males throughout this period. However, Black males experienced a slightly larger gain than Black females (see Figures 2 and 3). Black 18-to-24-year-old females increased their high school completion rate from 71.8 percent in 1976 to 80.2 percent in 1986. During the same period the rate for Black males rose nearly 10 percentage points (from 62.3 percent to 72.1 percent).

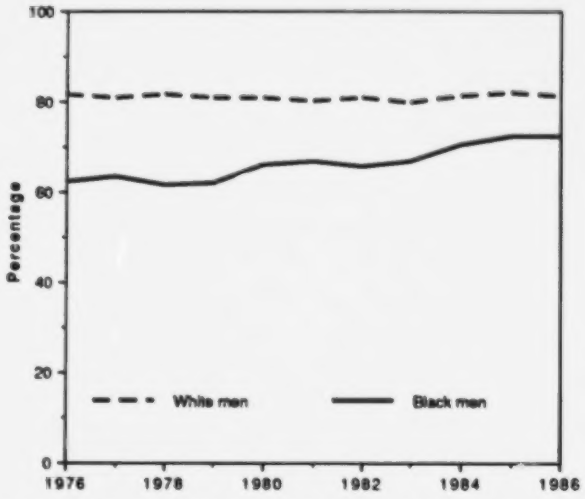
The high school completion rate for Hispanics continued to be dismally low in 1986, and does not appear to be increasing as rapidly as that of Blacks (see Figure 1). In 1976, the completion rate for Hispanic 18-to-24-year-olds was 55.6 percent, compared to 59.9 percent in 1986

Figure 2
High School Completion Rates for 18-to-24-Year-Old Women by Race, 1976 to 1986



Source: Bureau of the Census, *Current Population Reports*, Series P-20, various years.

Figure 3
High School Completion Rates for 18-to-24-Year-Old Men by Race, 1976 to 1986



Source: Bureau of the Census, *Current Population Reports*, Series P-20, various years.

(a slight decline from the 1985 rate of 62.8 percent). The completion rate for Hispanic females in this age cohort was generally 3 to 4 points higher than that of Hispanic males. The rate for Hispanic males increased from 53.9 percent in 1976 to 57.7 percent in 1986 (compared to an increase from 56.8 percent to 62.7 percent for Hispanic females).

COLLEGE PARTICIPATION RATES

Changes in college enrollment for a particular racial or ethnic group may reflect proportional changes in the U.S. population. Therefore, it is important to compare college enrollments with population estimates to determine whether there have been relative changes in the participation rates for different groups. The most consistent source of data on college participation by age is the *Current Population Reports, Series P-20*. Using these data, we will discuss two participation rates. The first is the percentage of high school graduates who are actually enrolled in college in October of a given year. This will be referred to as the "enrolled-in-college" rate. The second participation rate describes the percentage of high school graduates who are currently enrolled in college or have completed one or more years of college. This will be referred to as the "attended-college" rate. This rate will be proportionally higher for all groups than the "enrolled-in-college" rate, because it includes those who have attended college but are no longer enrolled.

The 18-to-24-year-old population is considered the traditional college-going age group. By using this group we can get a representative picture of both high school completion and college participation rates, since the group includes students who finish high school at 18 and go directly on to college, GED recipients, students who enroll late in college, and those who pursue postgraduate work. This is particularly important when considering minority and lower-income students who tend to postpone college entrance more often than do white and middle- and upper-income students.[1]

Also, the 18-to-24-year-old age cohort includes many 23- and 24-year-olds who have already completed college or who otherwise discontinued their college studies. Therefore, the "enrolled-in-college" participation rate for this group is lower than that for 18-to-22-year-olds. For example, in 1986, the "enrolled-in-college" participation rate for 18-to-22-year-old high

school graduates was 42.1 percent (compared to 34 percent for 18-to-24-year-olds).

An analysis of these participation rates will include data for whites, Blacks, and Hispanics. Since Hispanics are counted in the Bureau of the Census' survey without regard to race, they are counted twice, as Hispanic and as either white or Black. Approximately 95 percent of the Hispanic population is considered white, and the remaining 5 percent is Black.[2] The inclusion of Hispanics in the participation figures by race does not significantly alter the rates. Separate college participation data for Asians and American Indians by age are not available through the *Current Population Reports* of the Bureau of the Census; the sample is too small. This limitation needs to be addressed so that participation data for both groups can be disaggregated and analyzed.

"Enrolled-in-College" Participation Rates

In 1976, the "enrolled-in-college" participation rates for white, Black, and Hispanic high school graduates were nearly equal (see Table 1). However, during the late 1970s and the early 1980s, as the number of white high school graduates began to decline and the number of Black and Hispanic graduates continued to increase, the gap in their relative "enrolled-in-college" participation rates widened. Between 1977 and 1986, the participation rate for white 18-to-24-year-old high school graduates was consistently higher than that for Blacks and Hispanics. Since the "enrolled-in-college" participation rate for both Blacks and Hispanics in this age range has dropped, while it has increased somewhat for whites, the gap between rates for whites and these two minority group has increased.

College participation trends for white 18-to-24-year-old high school graduates show that, despite declines in the number of white high school graduates in this age group, whites maintained an "enrolled-in-college" participation rate ranging from a low of 31.1 percent in 1978 to 34.4 percent in 1985 (see Table 1). Between 1976 and 1986, the white participation rate increased from 33 percent to 34.1 percent. As Table 2 shows, the "enrolled-in-college" rate for high school graduates was slightly higher for white men than for white women.

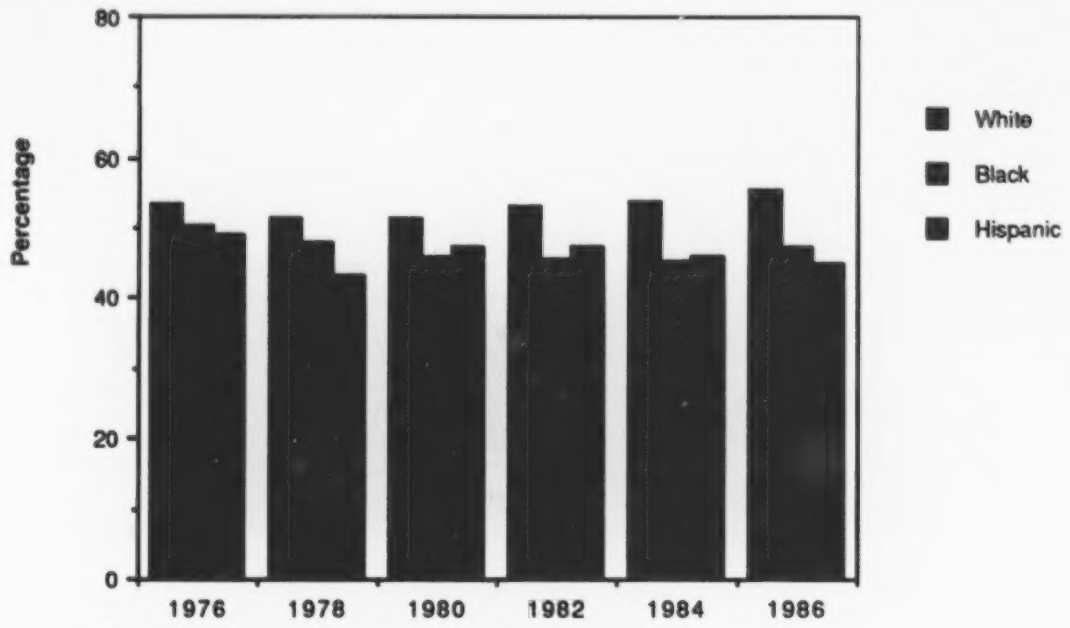
The "enrolled-in-college" participation rate for Black 18-to-24-year-olds ranged from a high of 33.4 percent in 1976 to a low of 26.1 percent in 1985. This participation rate showed some improvement between 1985 and 1986, rising to 28.6 percent (see Table 1). In 1986, the participation rate for Black female high school graduates was 29.3 percent, compared to 27.8 percent for their Black male counterparts (see Table 2). However, for nine of the 11 most recent years for which data are available, Black men in this age range had a higher "enrolled-in-college" participation rate than Black women.

Between 1976 and 1986, the 18-to-24-year-old Hispanic population increased by 62 percent, by far the largest population increase for any racial or ethnic group in this age cohort. The number of 18-to-24-year-old Hispanic high school graduates increased by nearly 75 percent. However, as the size of this population and the number of high school graduates increased, its "enrolled-in-college" participation rate actually declined, from 35.8 percent in 1976 to a low of 26.9 percent in 1985. As with Blacks, this participation rate rebounded in 1986, to 29.4 percent (see Table 1). The decline in the "enrolled-in-college" participation rate was more severe for Hispanic men, who dropped from a high of 39.7 percent in 1976 to 29.0 percent in 1986 (see Table 2). Hispanic women in this age cohort had an "enrolled-in-college" participation rate that varied greatly (from a high of 33.1 percent in 1976 to a low of 24.8 percent in 1978). Their rate was 29.9 percent in 1986. Until 1984, Hispanic men generally had higher "enrolled-in-college" rates than Hispanic women; since then, however, Hispanic women have maintained higher participation rates.

"Attended-College" Participation Rates

An analysis of the "attended-college" participation rates for high school graduates by race and ethnicity reflects the same general pattern; whites consistently have the highest rate, followed by Blacks and Hispanics, with a slight widening between the rates for whites and minorities. Between 1976 and 1986, the "attended-college" participation rate for whites increased from 53.5 percent to 55.3 percent, compared to a decline from 50.4 percent to 47.4 percent for Blacks, and a corresponding decline from 48.9 percent to 45 percent for Hispanics (see Figure 4). As with the "enrolled-in-college" rates, the "attended-college" rates for the three groups were closer to being equal in the mid-1970s. Since that time, this rate has improved for whites but declined for Blacks and Hispanics. Between 1985 and 1986, there was some improvement in the "attended-college" rate for Blacks, increasing from 43.8 percent to 47.4 percent. Conversely, Hispanics experienced a slight drop, from 46.7 percent to 45 percent, while whites remained stable at 55.3 percent.

Figure 4
Attended-College Participation Rates for 14-to-24-Year-Old High School Graduates by Race/Ethnicity, 1976 to 1986



Source: Bureau of the Census, *Current Population Reports*, Series P-20, various years.

Suggestions for Research

In summary, data for college participation and high school completion indicate that while larger percentages of Black and Hispanic youth are completing high school, smaller percentages of these graduates are enrolling in college. Further, analysis is needed to determine more about where the improvements in high school completion rates are occurring. Issues deserving examination include the following:

- How the rates vary in large urban areas compared to non-urban areas.
- The impact of newly immigrated Hispanics on Hispanic high school completion and college participation rates.
- How many 18-to-24-year-olds receive GED's and how this affects high school completion rates for different groups.

GENERAL ENROLLMENT TRENDS

Ten-Year Trends, 1976 to 1986

Despite predictions of enrollment declines in higher education, enrollment in the nation's colleges and universities has increased. In 1986, enrollment in higher education reached an all-time high of 12.5 million students. Between 1976 and 1986 (the latest year for which enrollment figures are available through the National Center for Education Statistics), total enrollment in higher education increased 13.8 percent, from just under 11 million students. The enrollment of older students, women, and minorities contributed to this increase. Gains were evident at the undergraduate and graduate levels.

Enrollment increases were fairly evenly distributed between public and independent institutions. Public

colleges and universities increased 12.5 percent in enrollment, while independent institutions netted a gain of nearly 18.5 percent (see Table 3). Throughout the decade, public institutions accounted for close to 80 percent of total enrollment.

Two-year colleges showed more growth than their four-year counterparts. Total enrollment in two-year colleges increased 20.5 percent (from 3.9 million students in 1976 to 4.7 million in 1986). Four-year institutions experienced a 10.1 percent enrollment gain. The increased enrollment in two-year institutions changed their proportional representation from 35 to 37 percent of the total enrollment in higher education.

During this same period (1976-1986), enrollment distribution by gender was reversed. In 1976, women accounted for 47.3 percent of total college enrollment, while men made up 52.7 percent. By 1986, women represented 53 percent of the total.

Trends Between 1984 and 1986

Between 1984 and 1986, enrollment in higher education increased. In 1986, total enrollment increased 2.2 percent over 1984 (see Table 3). During this period, enrollment at public institutions grew from 9.5 million to 9.7 million (a gain of 2.8 percent). Enrollment at independent institutions stayed relatively stable. Women comprised 53 percent of college enrollment and continued to enroll in higher education in larger numbers than did men. While male enrollment did not change much, increasing by only 0.4 percent during this period, there was a 3.7 percent increase in female enrollment (see Table 3). Graduate enrollment increased nearly 7 percent and professional school enrollment declined 3.2 percent. Total enrollment at two- and four-year institutions increased 3.3 percent and 1.5 percent.

MINORITY ENROLLMENT TRENDS

Between 1984 and 1986, the enrollment of minorities (non-Hispanic Blacks, Hispanics, Asians, and American Indians) in higher education increased by 7.6 percent. As a group, minorities have continued to increase in college enrollment since racial and ethnic figures were first reported in 1976. This increase has been fueled mainly by the increased enrollment of Asians and Hispanics. These gains, although significant and encouraging, must be viewed in a context of the overall participation-in-college rates of minorities and the degree completion rates of each group, both of which are less favorable for Blacks and Hispanics than for whites.

In 1984, minority enrollment was just under 2.1 million students (17.1 percent of total college enrollment). As of 1986, these figures had increased to 2.2 million students (17.9 percent of total enrollment). During this period, Hispanics led in enrollment gains, increasing by 16.6 percent. Asians followed closely with a 14.9 percent gain. Enrollment gains for American Indians were less dramatic (7.1percent). In 1986, Black enrollment increased by only 0.5 percent from 1984. Black enrollment in 1984 was 2.8 percent below the 1980 peak of 1.1 million students. When enrollment figures for minorities are considered as a whole, enrollment increases for Asians and Hispanics mask the earlier declines and the current stagnation in Black enrollment.

Since the number of Blacks enrolling in college did not change much between 1984 and 1986, while total enrollment in higher education increased, the Black share of total enrollment declined from 8.8 percent in 1984 to 8.6 percent in 1986. The Black share of college enrollment in 1976 was 9.4 percent, which was an all-time high. It should be noted that the proportion of whites enrolling in higher education also declined, from 80.2 percent in 1984 to 79.3 percent in 1986.

Increases in minority enrollment between 1984 and 1986 were larger at public colleges and universities than at independent institutions (8.8 percent versus 2.1 percent). With a gain of 18.2 percent, Hispanics showed the greatest gain in public institutions, followed by Asians (see Table 3). Asian enrollment increased 15.2 percent. Hispanic enrollment gained 6.3 percent in independent institutions, while Blacks experienced a loss of 2.6 percent. American Indian enrollment increased 9.7 percent at public institutions but remained stable at independent institutions. As a result of these changes, minorities increased their share of the enrollment in public colleges and universities from 17.9 percent in 1984 to 19 percent in 1986, and inched upward from 14 to 14.2 percent at independent institutions.

Women made significant gains in both numbers and relative proportion of college enrollment during the last decade. Asian and Hispanic women made the greatest gains, followed by American Indian women and Black women (see Table 3). Between 1984 and

1986, enrollment for Black women increased by less than 1 percent, which was considerably below that of women of other racial and ethnic groups. For Black men, the trends were even more dismal.

During the decade between 1976 and 1986, Black men experienced the only enrollment decline among minorities (-7.2 percent). Between 1984 and 1986, the downward slide of Black male enrollment appears to have levelled off (-0.2 percent). White men also experienced a loss in enrollment (-0.9 percent). For all men, the enrollment declines of Black and white men were offset by the gains of Asian and Hispanic men, 13.8 and 15 percent, respectively. American Indian men made moderate gains, with a 5.3 percent increase between 1984 and 1986 (see Table 3).

Enrollment trends between 1976 and 1984 show that minorities enrolled in two-year institutions in higher proportions than their white counterparts. This trend continued between 1984 and 1986. In 1984, 46.1 percent of minorities who were enrolled in college attended two-year institutions, compared to 35.8 percent of whites (see Table 4). Within two years, minority enrollment in two-year colleges increased 8.9 percent, resulting in 46.7 percent of minorities attending two-year institutions. In 1986, whites enrolled in two-year institutions in about the same proportion as they did in 1984 (36.1 percent). As in prior years, American Indian (56.7 percent) and Hispanic students (55.3 percent) attended two-year colleges more frequently than other minority groups. This compares to 41.5 percent for Asians and 43.1 percent for Blacks.

With a 17.5 percent increase in Asian enrollment and a 13 percent increase in Hispanic enrollment, total enrollment of minorities climbed 6.3 percent in four-year institutions between 1984 and 1986. American Indian enrollment in four-year colleges and universities increased 5.3 percent during this period. Blacks were the only group that moved downward in four-year enrollments. In 1984, 617,000 Blacks were enrolled in four-year institutions; by 1986 the number of Black students had dropped by 2,000 (see Table 4).

At the undergraduate level, total enrollment increased from 10.6 million students in 1984 to 10.8 million in 1986 (a gain of 1.8 percent). In 1986, undergraduates accounted for 86 percent of total enrollment. After declining by 33,000 students between 1980 and 1984, there was little change in Black undergraduate enrollment between 1984 and 1986. Hispanics and Asians both gained 14.9 percent in undergraduate enrollment, while American Indians experienced a 7.7 percent increase (see Table 5).

ENROLLMENT AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

According to data from the National Association for Equal Opportunity in Higher Education (NAFEO) and the National Center for Education Statistics, enrollment at Historically Black Colleges and Universities (HBCUs) peaked in 1980, with over 222,000 students enrolled. By 1986, total enrollment in HBCUs dropped to 213,093 (-4.0 percent). In 1987, enrollment in HBCUs took a slight upturn and increased to just over 217,000 (see Table 6).

HBCUs have experienced greater losses in Black enrollment than other institutions. However, they continue to enroll a significant share of the total Black college population. HBCUs' share of Black college enrollment declined slightly from 1976. Despite the decline, these institutions still enrolled 16.8 percent of the nearly 1.1 million Black college students in 1986. HBCUs enrolled less than 2.0 percent of the 12.5 million students in higher education. Meanwhile, Black enrollment in other institutions peaked in 1982 at 924,000, then declined to 904,404 in 1986. Enrollment figures for 1987 indicate that HBCUs are gradually recouping some of their losses.

According to NAFEO's 1987 Fall Enrollment Survey, 83.7 percent of the total enrollment at HBCUs was Black, compared to 87.6 percent in 1976. Since 1980, the proportion of students from other races and ethnic groups attending HBCUs has remained fairly stable, at around 12.0 percent. White enrollment at HBCUs peaked in 1984, with nearly 23,500 students enrolled. In 1987, with an enrollment of 23,225, white students represented 10.7 percent of the enrollment at HBCUs. The majority of these students are enrolled at five HBCUs which have over 50 percent white enrollment.

Collectively, Asians, Hispanics, and American Indians represented less than 2 percent of the total enrollment at HBCUs in 1987. Since 1976, both Hispanics and American Indians have gradually increased their enrollment at HBCUs. Despite some losses between 1984 and 1986, Hispanic enrollment in HBCUs increased 54.2 percent between 1980 and 1987. However, in actual numbers of students, the gain was much less

dramatic: only 558 students. During this same period, American Indian enrollment increased by 119 students after declining between 1982 and 1984. Asians followed the same pattern as whites; their participation peaked in 1984, then declined to 1,187 by 1987.

THE ADAMS CASE

Public HBCUs were particularly affected by the *Adams* case, which was dismissed by U.S. District Judge John H. Pratt in December 1987. The original *Adams* suit was successfully litigated by the NAACP in 1972, with Judge Pratt ordering the then Department of Health, Education, and Welfare to enforce Title VI of the 1964 Civil Rights Act, which required the cutoff of Federal funds from states which maintained segregated public higher education systems. Eventually 19 states were included in the *Adams* litigation. This case required both the HBCUs and the predominantly white institutions of public systems to submit plans detailing the process of dismantling their dual systems through other-race student and faculty recruitment and so on.

When Judge Pratt ended the case in 1987, he did so for two rather narrow legal reasons: 1) he held that it was not the Department of Education (DOE) which had discriminated but the states themselves, therefore DOE was an inappropriate defendant in the case; and 2) the original plaintiffs, Mr. Adams *et al.* having no continuing interest in the case, no longer had standing to sue. Subsequent to Judge Pratt's ruling, the DOE certified that most of the states were in "good faith" compliance with the court mandate, even though none of the states had achieved its goal.

The NAACP has appealed Judge Pratt's decision. However, the future of enforcement of desegregation in higher education is uncertain, despite the fact that Title VI still requires DOE enforcement.

COLLEGE COMPLETION RATES

Hispanics and Blacks who entered college completed it at a much lower rate than whites, according to *High School and Beyond*, a longitudinal study of 1980 high school seniors. The study examines postsecondary activities for the five major racial and ethnic groups.

For our purposes, college completion is defined as the attainment of a bachelor's degree within six years. *High School and Beyond* showed that by spring 1986, 44.9 percent of all students who entered a public four-year college and 51.9 percent of all those who entered an independent institution had received their bachelor's degree.[3] However, six years after entrance into a public four-year institution, only 25.6 percent of Hispanics and Blacks had received a B.A. The equivalent rate for whites was 48 percent.

The corresponding completion rates for independent institutions were slightly higher. Nearly 56 percent of the whites who entered an independent college or university completed their degree within six years. The completion rate for Blacks was 28.5 percent, slightly higher than that of Hispanics at 26.8 percent. The discrepancy in the completion rates reported here between whites and Blacks and Hispanics is exacerbated by the fact that more white students attended a four-year college full-time directly after high school than did Blacks or Hispanics. Consequently, they were more likely to finish their bachelor's degree within the six years than students who postponed their college entrance, attended a two-year college, or attended college part-time.

Other data from *High School and Beyond* show that 71 percent of the Black 1980 high school graduates, 66 percent of the Hispanics, and 65 percent of the American Indians who entered postsecondary education by 1982 left by 1986 without a bachelor's degree. These figures were much lower for Asians and whites; 47 percent of the Asians and 55 percent of the whites did not receive a B.A. degree. (These figures include students who entered postsecondary education without the intention of obtaining a four-year degree.)

Both sets of data show lower college completion rates for Blacks and Hispanics than for whites. The study underscores the need to increase both the enrollment of underrepresented minorities in higher education and efforts to retain them through college graduation.

GRADUATE AND PROFESSIONAL SCHOOL ENROLLMENTS

From 1984 to 1986, total graduate enrollment grew by 90,000 students, from 1.3 million in 1984 to an all-time high of 1.4 million in 1986 (see Table 7). Minorities accounted for 11.6 percent of graduate enrollment in 1986, compared to 10.5 percent in 1984. Enrollment

trends for this two-year period reveal gains for all racial and ethnic groups except American Indians, who maintained approximately the same enrollment level. Between 1984 and 1986, Black graduate enrollment increased by 5,000 students (a gain of 7.5 percent). This brought graduate enrollment for this group back to the 1976 level of 72,000, which was its highest. However, Blacks continued to constitute only 5 percent of total graduate enrollment.

Hispanics and Asians repeated their undergraduate patterns at the graduate level. Hispanics gained 43.8 percent in graduate enrollment, which increased their relative share of graduate enrollment from 2.4 percent in 1984 to 3.2 percent in 1986. Asians gained 16.2 percent in the number of students attending graduate school. In 1986, Asians represented 3 percent of graduate enrollment.

Total enrollment in professional schools declined 2.9 percent between 1984 and 1986, with 278,000 students enrolled during the earlier period and 270,000 students enrolled in 1986. This decline was caused by enrollment losses of white students. In 1986, the representation of whites in professional schools remained above 85 percent, down from a high of 90.1 percent in 1976. Minority enrollment in professional schools was 13.2 percent in 1986, up from 11.4 percent in 1984. While Blacks and Hispanics increased in professional school enrollment by approximately 1,000 students each, Asians gained an additional 2,000 students. Professional school enrollment for American Indians remained at approximately 1,000 students, a representation of only 0.4 percent (see Table 8).

EMPLOYMENT IN HIGHER EDUCATION

Employment in higher education has expanded. In 1985 there were nearly 17 percent more full-time positions in academe than ten years earlier (see Table 9). The majority of this growth has been concentrated in nonfaculty positions. Nonfaculty positions grew by 20.5 percent, compared to 9.4 percent for faculty positions (see Tables 10 and 11). While minorities benefitted from this expansion, as demonstrated by a 34.3 percent increase in their full-time employment in higher education, their gains were greater in nonfaculty positions and in low-ranking faculty positions than in tenured faculty or administration positions. As of 1985, Blacks, Hispanics, and American Indians continued to be grossly underrepresented on faculties and in college administrations.

Half of the workforce in higher education was female in 1985, up from 46 percent in 1975. Women held 59 percent of full-time nonfaculty positions, 35.1 percent of all administrative positions, and 27.5 percent of the full-time faculty positions. Women made their greatest proportional gain at the administrative level, rising from a representation of 23 percent in 1975. The number of women in full-time administrative positions nearly doubled between 1975 and 1985. In general, minority women made more gains in higher education employment than minority men.

Despite a 32.9 percent increase in the number of full-time faculty positions held by minorities between 1975 and 1985, as a group they made little progress in increasing their relative share. In 1975, minorities held 8.3 percent of the full-time faculty positions, and by 1985 their share had increased to 10 percent. With an increase from 2.2 percent to 3.9 percent, Asians were the only group to net a significantly larger share of full-time faculty positions (see Table 11).

Throughout this decade, there was little change in the relatively small number of Black faculty or in their respective distribution among faculty ranks. Of all racial and ethnic groups, Blacks had the smallest gain in full-time faculty positions. Between 1975 and 1985, they increased 2.7 percent in faculty positions, compared to 7.3 percent for whites, 27.9 percent for Hispanics, 48.2 percent for American Indians, and 95.7 percent for Asians (see Table 11). A higher proportion of Black appointments were in the lower faculty ranks when compared to whites or Asians. In both 1975 and 1985, only 2.2 percent of the full-time full professorships were held by Blacks, compared to 3.8 percent and 5.3 percent of the assistant professorships, and 5.6 percent of the instructor and lecturer positions.

Despite the aforementioned increases in Hispanic and American Indian faculty, their participation in faculty positions remained extremely low during this period. As with Black faculty, Hispanic and American Indian faculty were more concentrated in instructor and lecturer positions than in professorships (see Table 12). In 1985, Hispanics and American Indians made up only 1.1 percent and 0.2 percent of the professorships. They comprised a slightly higher percentage of the associate and assistant professorships, while holding 2.3 percent and 0.6 percent of the instructor and lecturer positions in higher education.

In 1985, Asians continued to make gains in their faculty participation at all ranks. Of all minority groups, they held the most full professorships (3.7 percent in 1985, up from 1.9 percent ten years earlier). They were also more evenly distributed throughout different faculty ranks than other minority groups. Although Asians have made gains in faculty participation, their overall tenure rate was well below the national average. It should be further noted that according to one researcher, American-born Asians are still underrepresented in faculty positions, and that they are outnumbered ten to one by foreign-born Asians.[4] Asian women also are underrepresented in faculty ranks at all levels (see Table 12).

Between 1975 and 1985 the tenure rate and the number of tenured faculty increased significantly (see Table 13). In 1985, 71.1 percent of faculty were tenured, compared to 64.3 percent in 1975. This rate was slightly higher for white faculty (72 percent). During this period, the disparity between the tenure rate for white faculty and for minority faculty remained conspicuous. In 1985, the tenure rates for Blacks and Asians were 61.7 and 61.2 percent. Hispanics had the highest tenure rate of all minorities at 67.1 percent, followed by American Indians at 64.9 percent.

Minorities made larger gains in higher education administration than on faculties. In 1985, 11.6 percent of the college administrators were minorities, compared to 9.2 percent in 1975. Blacks represented 7.6 percent of the administrative staff, Hispanics 2 percent, Asians 1.5 percent, and American Indians 0.4 percent. Minority women made more dramatic gains in their number of administrative positions than did minority men (see Table 14).

Again, Black men's progress was behind that of other groups. Although they gained 14 percent in their number of administrative positions, they declined slightly in participation rate from 4.7 percent in 1975 to 4.2 percent in 1985.

SPECIAL FOCUS ON BLACK MALES IN HIGHER EDUCATION

For the past several years our status reports have noted the decline of Black participation in higher education enrollments despite an increase in high school graduation rates. These reports have particularly noted the decline in Black male college participation when compared with all other race and gender groups. We recognize that Black females suffer many of the same societal handicaps as Black males. However, this special focus documents findings of disproportionately greater handicaps being placed on Black males as partial explanation for their conspicuous underrepresentation in higher education. This report examines that phenomenon to ascertain what researchers identify as contributing factors. The report is primarily descriptive and summative, and is by no means exhaustive. It is our intent to highlight the critical nature of the problem and to identify areas for further research and public policy development. We are aware of the extensive literature on the social consequences of the problems and causes identified; however, our intent is not to cover that ground, but to look at factors which receive less attention. Finally, although our concern is primarily with higher education, we recognize that it is impossible to understand that experience without examining earlier education and life circumstances.

Social and Demographic Indicators

Black males have a lower average age than white males and are outnumbered by Black females. In the U.S. population the median age for Black males it is 23.2, but for white males it is 29.4. For every 100 Black females there are 90.6 males, compared with 95.2 white males for every 100 white females. Estimates of Black male census undercounts would reduce the male-to-female disparity somewhat, but there would still be more favorable ratio among whites. This suggests that the loss of Black males at any point along the social and educational pipeline is more conspicuous and has proportionately greater consequences.[5]

Black males suffer from debilitating health problems to a greater degree than males in other ethnic and racial groups; Black men have a higher death rate, a lower life expectancy, and a greater incidence of serious disease.[6] The death rate for Black males is 1,016 per 100,000, white for white males it is 695 (1984). Life expectancy for Black males is 63.7 years, and for white males 70.7 years (1980). Incidence of death from malignant diseases per 100,000 is 149 for Black males and 101 for white males (1983).[7] Limited access to quality health care compounds the impact of these factors. Although births among Black unmarried teenagers are declining, a disproportionately high percentage of Blacks are still raised in single-parent, female-headed households (30 percent in 1980). Such households have relatively few male role models present, and have a greater likelihood of being welfare-dependent than two-parent households.

Despite the November 1988 unemployment rate being described as the lowest (5.3 percent) since 1974, the "full employment" economy did not improve the economic position of the two largest minority groups. While white unemployment fell from 4.8 percent to 4.6 percent, Black unemployment rose from 10.8 percent to 11 percent, and Hispanic unemployment rose from 7.4 percent to 7.7 percent.[8] More Blacks were below the poverty line in 1986 than in 1978,[9] and "between 1973 and 1986, average real annual earnings for Black males ages 20 to 24 fell by 50 percent."[10] With college tuitions nearly doubling in the past eight years, certainly the precarious economic position of Blacks is a deterrent to participation in postsecondary education.

Elementary and Secondary Education Indicators

A consistent and disquieting finding is the extent to which aspects of the American school experience can inhibit the satisfactory academic achievement of Black males. Schools can significantly control the future life prospects of their students. Thus, when teachers consistently give less attention, less praise, and more criticism to Black males, their chances of educational attainment are thereby diminished.[11] Moreover, teacher expectations of Black male achievement are lower, and become self-fulfilling conditions in the consistent awarding of lower grades.[12] Black males are also disciplined, expelled, and suspended at higher rates than any other group because their "styles of behavior . . . are seen as disruptive and threatening by many teachers."[13] One national study, for example, found that Blacks account for 29 percent of suspensions, 27 percent of expulsions, and 29 percent of corporal punishments.[14]

The dominance of elementary and secondary education by women diminishes the number of role models in the schools for Black males and results in a disproportionate reliance on their peer groups for learning values and appropriate behavior.[15] Eighty-three percent of elementary school teachers are women (only 1.2 percent are Black men). Forty-six percent of secondary school teachers are women (only 3.2 percent are Black men).[16] Assertive behavior by Black males that is encouraged in the home and on the playground is usually seen as negative in the classroom.[17]

Black males are more likely than whites to be diagnosed as mentally retarded or emotionally disturbed, and are more likely to be placed in classes for such persons than whites with identical diagnoses. Thus, not surprisingly, despite being in the minority, Black and Hispanic males constitute the largest percentage of those in special education classes.[18] Such disproportionate placement was so conspicuous that courts in several jurisdictions have ruled that they are racially discriminatory and have ordered the discontinuance of standardized assessment processes used to make them.[19]

Studies of Black self-image are often used to determine Black people's motivation for achievement and success. Beginning with the classic 1940 study by Kenneth Clark, many investigators have found Blacks, particularly Black males, to have poor self-images and low aspirations.[20] However, many other investigators (Dales and Keller, Jacobs, Massey, and others) have found Blacks to have self-images equal to or higher than whites.[21] Although the findings are equivocal, the mixed results are likely due to differences in methodology, different times and places of assessment, and so forth. One investigator, for example, found very positive Black self-image during the "Black Pride" movement of the 1970s.[22] Nevertheless, given cumulative findings of the inordinately negative impact of socialization and schooling on Black males, one would expect to find, by and large, a diminution in self-image as a result. Such diminished aspiration would contribute to limited motivation to finish high school and pursue higher education. However, no systematic studies have been conducted to determine what impact successful experiences or high academic achievement may have on improving self-image, motivation, and aspiration.

Two alternatives to higher education for college-eligible Black men are the military and proprietary schools. Although the percentage of Black males enlisting in the military has declined since 1979, they are still proportionately overrepresented in the armed services. And Black recruits are more likely to be high school graduates than white recruits.[23] Future use of the new GI Bill will determine whether college-eligible Black recruits eventually go on to postsecondary education. A 1987 study found that over 30 percent of proprietary school enrollments are minority, a substantial proportion of whom undoubtedly are males.[24] The quality of education offered by these institutions has been found to be highly variable. Therefore, whether proprietary institutions offer satisfactory career alternatives to college will require substantially more investigation.

Higher Education

The earlier sections of this report document the proportional underrepresentation of Blacks at different points in the educational process – at the undergraduate level,

in graduate school, and in faculty positions. The growing disparity in the Black male to female ratio is less a consequence of significant increases for Black women than of a decline for Black men. Black women held relatively steady at 5.1 percent of enrollments in 1976 and 5.2 percent in 1986, while Black men dropped from 4.3 percent to 3.5 percent during the same period. Both sexes declined in college enrollments as a proportion of an increasing total of high school graduates.

The percentage of Black full-time faculty changed from 4.4 percent in 1975 to 4.1 percent in 1985. In 1984, the number of doctoral degrees awarded to Black women surpassed the number continues, we can expect even fewer Black men in faculty positions. Two additional points are worth noting. First the overall number of Black doctorates declined, an ominous note for the future of all Black faculty. Second, 50 percent of Black faculty in white research universities received their bachelor's degree at an historically Black college, strongly supporting the frequently articulated thesis that these institutions, with supportive environments and Black role models, give their graduates a higher degree of aspiration and self-confidence than do predominantly white colleges.[25] However, the overwhelming majority of Blacks now attend white colleges; the question remains as to whether these institutions will produce equal numbers of Black graduates who go on to research and scholarly careers.

The foregoing suggests that a positive climate at predominantly white colleges could contribute significantly to the recruitment, retention, and success of Black men in higher education. However, many recent reports indicate that the climate on many white campuses (as measured by increased numbers of racial incidents) is neither welcoming nor supportive.[26] Other reports have suggested that racial bias and negative learning and living environments also contribute to Black student attrition and lack of success.[27]

Summary

Black males are disproportionately at risk in American society. They begin life in circumstances that diminish their chances of educational attainment. During the past decade, many relevant social and economic indicators have worsened, which casts doubt on a near-term reversal of the situation.

Public elementary and secondary educational institutions tend to have low expectations of Black males, and react to their behavior in a disproportionately punitive way, with frequent suspensions and expulsions. Studies have found that Black males generally are given lower grades and less academic support than Black females or whites. This increases the possibility of their dropping out of school and of their being ill-prepared for higher education.[28] More often diagnosed as mentally retarded and emotionally disturbed, many Black males are placed outside of the educational mainstream early in their educational careers with little likelihood of return.

With worsened economic position and labor force participation, Black males are less likely to pursue higher education. Poor elementary and secondary school preparation makes success in higher education difficult even for highly motivated students. Those who do manage to attend college find considerable racism and chilly environments on many white campuses.

Nevertheless, higher education, in concert with improved elementary and secondary schools, can do more and better than it has in the past to increase the educational attainment of Black males. In his most recent book, Harry Ashmore concludes, that "[Blacks] have constituted a challenge not only to our moral standards but to our basic concepts of governance. If the Americans who exercise power usually managed to immunize their consciences against the palpable injustices of the system, they kept running up against the high cost of subjugating a substantial portion of the population."[29] The nation's higher education leaders must acknowledge that it is not in the United States' self-interest to continue practices which diminish us all.

Suggestions for Research and Further Consideration

1. We must have better data collection and reporting by the federal government, disaggregated by race and sex. University researchers can augment this data collection by studies of such things as school attendance, suspensions, dropouts, college attendance, retention, graduation over time, and alternative careers.

2. Studies of Black self-image and motivation need considerably more refinement to produce comparable data between studies. Moreover, studies should be conducted to determine how social and academic success can alter self-image.

3. Financial aid policies need substantial restructuring to increase grant availability, lower eligibility requirements, and keep closer pace with inflation and tuition costs.

4. Follow-up studies are needed of military personnel, disaggregated by race and sex, to determine use of in-service educational opportunities and after-service use of GI Bill benefits.

5. Studies also are needed of the quality of proprietary school offerings and the adequacy of their preparation for future careers. The data should be disaggregated by race, sex, and fields of study.

6. Studies needed of Black school teachers include: the impact of their declining numbers on Black student achievement; the effect of state testing programs on their enrollment in teacher education; their retention and numbers in the teaching workforce; and the shift of college majors to fields other than education.

7. More detailed studies of Black males could be done if available data sources (High School and Beyond, Bureau of the Census, National Center for Education Statistics etc.) were systematically disaggregated by sex for comparison of variable trends.

8. The effectiveness of articulation agreements between schools and colleges to enhance the transition of Black men into postsecondary education needs evaluation.

9. A number of colleges have targeted recruitment and retention programs specifically at Black men (for example, Stockton State College in New Jersey and Xavier in Louisiana). The state of Maryland has allotted $11.7 million for grants to colleges to establish model retention programs; its first grant went to Prince George's Community College for the "College Success Program" aimed particularly at Black males. These programs should be encouraged, studied, and emulated.

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Table 1
High School Completion Rates and Enrolled-in-College Participation Rates for 18-to-24-Year-Old High School Graduates in Institutions of Higher Education by Race/Ethnicity, 1976 to 1986

Total Population

(numbers in thousands)

	Total Population	High School Graduates	High School Completion Rate (a) (Percentages)	Enrolled in College (b)	Enrolled-in-College Participation Rate (Percentages)
1976	26,919	21,677	80.5	7,181	33.1
1977	27,331	22,008	80.5	7,142	32.5
1978	27,647	22,309	80.7	6,995	31.4
1979	27,974	22,421	80.1	6,991	31.2
1980	28,130	22,745	80.8	7,226	31.8
1981	28,965	23,343	80.6	7,575	32.5
1982	28,846	23,291	80.7	7,678	33.0
1983	28,580	22,988	80.4	7,477	32.5
1984	28,031	22,870	81.6	7,591	33.2
1985	27,122	22,349	82.4	7,537	33.7
1986	26,512	21,766	82.1	7,397	34.0

White

	Total Population	High School Graduates	High School Completion Rate (a) (Percentages)	Enrolled in College (b)	Enrolled-in-College Participation Rate (Percentages)
1976	23,119	19,046	82.4	6,276	33.0
1977	23,430	19,292	82.3	6,209	32.2
1978	23,650	19,526	82.6	6,077	31.1
1979	23,895	19,614	82.1	6,119	31.2
1980	23,975	19,786	82.5	6,334	32.0
1981	24,486	20,123	82.2	6,548	32.5
1982	24,206	19,944	82.4	6,593	33.1
1983	23,899	19,644	82.2	6,464	32.9
1984	23,347	19,374	83.0	6,526	33.7
1985	22,632	18,917	83.6	6,501	34.4
1986	22,008	18,280	83.1	6,239	34.1

Black

	Total Population	High School Graduates	High School Completion Rate (a) (Percentages)	Enrolled in College (b)	Enrolled-in-College Participation Rate (Percentages)
1976	3,316	2,238	67.5	748	33.4
1977	3,387	2,287	67.5	722	31.6
1978	3,451	2,340	67.8	695	29.7
1979	3,511	2,356	67.1	696	29.5
1980	3,555	2,480	69.8	688	27.7
1981	3,779	2,680	70.9	749	27.9
1982	3,872	2,743	70.8	767	28.0
1983	3,865	2,741	70.9	742	27.1
1984	3,863	2,885	74.7	786	27.2
1985	3,716	2,809	75.6	734	26.1
1986	3,665	2,801	76.4	801	28.6

Hispanic (c)

	Total Population	High School Graduates	High School Completion Rate (a) (Percentages)	Enrolled in College (b)	Enrolled-in-College Participation Rate (Percentages)
1976	1,551	862	55.6	309	35.8
1977	1,609	880	54.7	277	31.5
1978	1,672	935	55.9	254	27.2
1979	1,754	968	55.2	292	30.2
1980	1,963	1,054	53.7	315	29.9
1981	2,052	1,144	55.8	342	29.9
1982	2,000	1,153	57.7	337	29.2
1983	2,025	1,110	54.8	349	31.4
1984	2,017	1,212	60.0	362	29.9
1985	2,223	1,396	62.8	375	26.9
1986	2,513	1,506	59.9	443	29.4

(a) The number of high school graduates was calculated by adding the number of individuals in this age group enrolled in college as of October of that year and the number of high school graduates not enrolled in college; these rates include individuals who enrolled in college without receiving a high school diploma or a GED. Several states do not require entering junior college students to have a diploma or GED. Therefore, these high school completion rates will be slightly higher than figures that do not include this relatively small population.

(b) Totals differ from those shown in other tables. These figures came from sample surveys of households rather than surveys of institutions of higher education. The Current Population Survey samples are derived from the decennial census of the U.S. population.

(c) Hispanics may be of any race.

Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, various years.

Table 2
Enrolled-in-College
Participation Rates for 18-to-24-Year-Old High School Graduates in Institutions of Higher Education by Race/Ethnicity and Sex, 1976 to 1986

All Races

(numbers in thousands)

	Total Population	High School Graduates (a)	Enrolled in College (b)	Enrolled-in-College Participation Rate (Percentages)
		Men		
1976	13,012	10,312	3,673	35.6
1977	13,218	10,440	3,712	35.6
1978	13,385	10,614	3,621	34.1
1979	13,571	10,657	3,508	32.9
1980	13,652	10,768	3,604	33.5
1981	14,127	11,052	3,833	34.7
1982	14,083	11,120	3,837	34.5
1983	14,003	10,906	3,820	35.0
1984	13,744	10,914	3,929	36.0
1985	13,199	10,614	3,749	35.3
1986	12,921	10,331	3,649	35.3
		Women		
1976	13,907	11,365	3,508	30.9
1977	14,113	11,569	3,431	29.7
1978	14,262	11,694	3,373	28.8
1979	14,403	11,763	3,482	29.6
1980	14,478	11,978	3,625	30.3
1981	14,838	12,290	3,741	30.4
1982	14,763	12,171	3,841	31.6
1983	14,577	12,082	3,657	30.3
1984	14,287	11,956	3,662	30.6
1985	13,923	11,736	3,788	32.3
1986	13,591	11,434	3,747	32.8

White

	Total Population	High School Graduates (a)	Enrolled in College (b)	Enrolled-in-College Participation Rate (Percentages)
			Men	
1976	11,279	9,186	3,250	35.4
1977	11,445	9,263	3,286	35.5
1978	11,572	9,438	3,195	33.9
1979	11,721	9,457	3,104	32.8
1980	11,767	9,488	3,224	34.0
1981	12,040	9,619	3,340	34.7
1982	11,874	9,611	3,308	34.4
1983	11,787	9,411	3,335	35.4
1984	11,521	9,348	3,406	36.4
1985	11,108	9,077	3,254	35.8
1986	10,803	8,771	3,127	35.7
			Women	
1976	11,840	9,860	3,026	30.7
1977	11,985	10,029	2,923	29.1
1978	12,078	10,088	2,882	28.6
1979	12,174	10,157	3,015	29.7
1980	12,208	10,298	3,110	30.2
1981	12,446	10,504	3,208	30.5
1982	12,332	10,333	3,285	31.8
1983	12,112	10,233	3,129	30.6
1984	11,826	10,026	3,120	31.1
1985	11,524	9,840	3,247	33.0
1986	11,205	9,509	3,112	32.7

Table 2 (Continued)
Enrolled-in-College
Participation Rates for 18-to-24-Year-Old High School Graduates in Institutions of Higher Education by Race/Ethnicity and Sex, 1976 to 1986

Black

	Total Population	High School Graduates (a)	Enrolled in College (b)	Enrolled-in-College Participation Rate (Percentages)
		Men		
1976	1,503	936	331	35.4
1977	1,528	970	309	31.9
1978	1,554	956	305	31.9
1979	1,577	973	304	31.2
1980	1,600	1,055	278	26.4
1981	1,730	1,154	325	28.2
1982	1,786	1,171	331	28.3
1983	1,807	1,202	331	27.5
1984	1,811	1,272	367	28.9
1985	1,720	1,244	345	27.7
1986	1,699	1,225	340	27.8
		Women		
1976	1,813	1,302	417	32.0
1977	1,859	1,317	413	31.4
1978	1,897	1,384	390	28.2
1979	1,934	1,383	392	28.3
1980	1,955	1,425	410	28.8
1981	2,049	1,526	424	27.8
1982	2,086	1,572	436	27.7
1983	2,058	1,539	411	26.7
1984	2,052	1,613	419	26.0
1985	1,996	1,565	389	24.9
1986	1,966	1,576	461	29.3

Hispanic (c)

	Total Population	High School Graduates (a)	Enrolled in College (b)	Enrolled-in-College Participation Rate (Percentages)
		Men		
1976	701	378	150	39.7
1977	754	396	139	35.1
1978	781	420	126	30.0
1979	837	454	153	33.7
1980	971	497	154	31.0
1981	988	498	164	32.9
1982	944	519	141	27.2
1983	968	476	152	31.9
1984	956	549	154	28.1
1985	1,132	659	168	25.5
1986	1,338	772	224	29.0
		Women		
1976	850	483	160	33.1
1977	855	483	139	28.8
1978	891	516	128	24.8
1979	917	516	140	27.1
1980	992	556	160	28.8
1981	1,064	646	178	27.6
1982	1,056	634	196	30.9
1983	1,057	634	198	31.2
1984	1,061	661	207	31.3
1985	1,091	734	205	27.9
1986	1,175	737	220	29.9

(a) The number of high school graduates was calculated by adding the number of individuals in this age group enrolled in college as of October of that year and the number of high school graduates not enrolled in college; these figures include individuals who enrolled in college without receiving a high school diploma or a GED. Several states do not require entering junior college students to have a diploma or GED. Therefore, these high school completion figures will be slightly higher than figures that do not include this relatively small population.

(b) Totals differ from those shown in other tables. These figures came from sample surveys of households rather than surveys of institutions of higher education. The Current Population Survey samples are derived from the decennial census of the U.S. population.

(c) Hispanics may be of any race.

Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, various years.

Table 3
Total Enrollment in Institutions of Higher Education by Control of Institution, Race/Ethnicity, and Sex of Student Biennially, Fall 1976 to Fall 1986(a)

(numbers in thousands)

Control of Institution and Percentage Race/Ethnicity and Sex of Student	1976	1978	1980	1982	1984	1986	Percentage Change 1984-1986
All Institutions							
Total	10,986	11,231	12,087	12,388	12,235	12,501	2.2
White, non-Hispanic	9,076	9,194	9,833	9,997	9,815	9,914	1.0
Total minority	1,691	1,784	1,949	2,059	2,085	2,243	7.6
Black, non-Hispanic	1,033	1,054	1,107	1,101	1,076	1,081	0.5
Hispanic	384	417	472	519	535	624	16.6
Asian	198	235	286	351	390	448	14.9
American Indian	76	78	84	88	84	90	7.1
Nonresident alien	219	253	305	331	335	344	2.7
Public							
Total	8,641	8,700	9,456	9,695	9,458	9,722	2.8
White, non-Hispanic	7,095	7,136	7,656	7,785	7,543	7,650	1.4
Total minority	1,402	1,466	1,596	1,692	1,695	1,845	8.8
Black, non-Hispanic	831	840	876	873	844	855	1.3
Hispanic	337	363	406	446	456	539	18.2
Asian	166	195	240	296	323	372	15.2
American Indian	68	68	74	77	72	79	9.7
Nonresident alien	145	167	204	219	219	226	3.2
Independent							
Total	2,345	2,461	2,630	2,693	2,777	2,779	0.1
White, non-Hispanic	1,982	2,058	2,177	2,212	2,272	2,264	-0.4
Total minority	290	319	354	367	389	397	2.1
Black, non-Hispanic	202	215	231	228	232	226	-2.6
Hispanic	47	55	66	74	79	84	6.3
Asian	32	40	47	55	67	76	13.4
American Indian	9	9	10	10	11	11	0.0
Nonresident alien	73	85	101	113	116	118	1.7
Men							
Total	5,794	5,621	5,868	5,999	5,859	5,885	0.4
White, non-Hispanic	4,814	4,613	4,773	4,830	4,690	4,646	-0.9
Total minority	827	829	885	939	939	1,007	7.2
Black, non-Hispanic	470	453	464	458	437	436	-0.2
Hispanic	210	213	232	252	254	292	15.0
Asian	108	126	151	189	210	239	13.8
American Indian	39	37	38	40	38	40	5.3
Nonresident alien	154	180	211	230	231	232	0.4
Women							
Total	5,191	5,609	6,219	6,389	6,376	6,615	3.8
White, non-Hispanic	4,262	4,581	5,060	5,167	5,125	5,268	2.8
Total minority	864	956	1,064	1,121	1,146	1,237	7.9
Black, non-Hispanic	563	601	643	644	639	645	0.9
Hispanic	174	205	240	267	281	332	18.1
Asian	89	109	135	162	180	209	16.1
American Indian	38	41	46	48	46	51	10.9
Nonresident alien	65	73	94	101	104	111	6.7

Percentage Distribution

	1976	1978	1980	1982	1984	1986
All Institutions						
Total	100.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	82.6	81.9	81.4	80.7	80.2	79.3
Total minority	15.4	15.9	16.2	16.6	17.1	17.9
Black, non-Hispanic	9.4	9.4	9.2	8.9	8.8	8.6
Hispanic	3.5	3.7	3.9	4.2	4.4	5.0
Asian	1.8	2.1	2.4	2.8	3.2	3.6
American Indian	0.7	0.7	0.7	0.7	0.7	0.7
Nonresident alien	2.0	2.2	2.5	2.7	2.7	2.7
Public						
Total	78.7	78.1	78.2	78.3	77.3	77.8
White, non-Hispanic	64.6	63.5	63.3	62.8	61.6	61.2
Total minority	12.8	13.0	13.2	13.6	13.8	14.7
Black, non-Hispanic	7.6	7.5	7.2	7.0	6.9	6.8
Hispanic	3.1	3.2	3.4	3.6	3.7	4.3
Asian	1.5	1.7	2.0	2.4	2.6	3.0
American Indian	0.6	0.6	0.6	0.6	0.6	0.6
Nonresident alien	1.3	1.5	1.7	1.8	1.8	1.8
Independent						
Total	21.3	21.9	21.8	21.7	22.7	22.2
White, non-Hispanic	18.0	18.3	18.0	17.9	18.6	18.1
Total minority	2.6	2.9	2.9	2.9	3.1	3.2
Black, non-Hispanic	1.8	1.9	1.9	1.8	1.9	1.8
Hispanic	0.4	0.5	0.5	0.6	0.6	0.7
Asian	0.3	0.4	0.4	0.4	0.5	0.6
American Indian	0.1	0.1	0.1	0.1	0.1	0.1
Nonresident alien	0.7	0.8	0.8	0.9	0.9	0.9
Men						
Total	52.7	50.1	48.5	48.4	47.9	47.1
White, non-Hispanic	43.8	41.1	39.5	39.0	38.3	37.2
Total minority	7.6	7.3	7.3	7.5	7.7	8.0
Black, non-Hispanic	4.3	4.0	3.8	3.7	3.6	3.5
Hispanic	1.9	1.9	1.9	2.0	2.1	2.3
Asian	1.0	1.1	1.3	1.5	1.7	1.9
American Indian	0.4	0.3	0.3	0.3	0.3	0.3
Nonresident alien	1.4	1.6	1.7	1.9	1.9	1.9
Women						
Total	47.3	49.9	51.5	51.6	52.1	52.9
White, non-Hispanic	38.8	40.8	41.9	41.7	41.9	42.1
Total minority	7.8	8.6	8.8	9.1	9.4	10.0
Black, non-Hispanic	5.1	5.4	5.3	5.2	5.2	5.2
Hispanic	1.6	1.8	2.0	2.2	2.3	2.7
Asian	0.8	1.0	1.1	1.3	1.5	1.7
American Indian	0.3	0.4	0.4	0.4	0.4	0.4
Nonresident alien	0.6	0.7	0.8	0.8	0.9	0.9

(a) Includes estimates for nonresponse and underreporting. Details may not add to total because of rounding.

Source: U.S. Department of Education, Center for Education Statistics, *Trends in Minority Enrollment in Higher Education, Fall 1976–Fall 1986* (Washington D.C.: Office of Educational Research and Improvement, April 1988.)

Table 4
Total Enrollment in Institutions of Higher Education by Type of Institution and Race/Ethnicity of Student
Biennially, Fall 1976 to Fall 1986(a)

(numbers in thousands)

Type of Institution and Race/Ethnicity of Student	1976	1978	1980	1982	1984	1986	Percentage Change 1984-1986
All Institutions	10,986	11,231	12,087	12,388	12,235	12,501	2.2
White, non-Hispanic	9,076	9,194	9,833	9,997	9,815	9,914	1.0
Total minority	1,691	1,785	1,949	2,059	2,085	2,243	7.6
Black, non-Hispanic	1,033	1,054	1,107	1,101	1,076	1,081	0.5
Hispanic	384	417	472	519	535	624	16.6
Asian	198	235	286	351	390	448	14.9
American Indian	76	78	84	88	84	90	7.1
Nonresident alien	219	253	305	331	335	344	2.7
Four-year Institutions	7,107	7,203	7,565	7,648	7,708	7,826	1.5
White, non-Hispanic	5,999	6,027	6,275	6,306	6,301	6,340	0.6
Total minority	931	975	1,050	1,073	1,124	1,195	6.3
Black, non-Hispanic	604	612	634	612	617	615	-0.3
Hispanic	174	190	217	229	246	278	13.0
Asian	119	138	162	193	223	262	17.5
American Indian	35	35	37	39	38	40	5.3
Nonresident alien	177	201	241	270	282	291	3.2
Two-year Institutions	3,879	4,028	4,521	4,740	4,527	4,675	3.2
White, non-Hispanic	3,077	3,167	3,558	3,692	3,514	3,575	1.7
Total minority	760	810	899	987	961	1,047	8.9
Black, non-Hispanic	429	443	472	489	459	466	1.5
Hispanic	210	227	255	291	289	345	19.4
Asian	79	97	124	158	167	186	11.4
American Indian	41	43	47	49	46	51	10.9
Nonresident alien	42	52	64	61	53	53	0.0

Percentage Distribution of Total Enrollment

Type of Institution and Race/Ethnicity of Student	1976	1978	1980	1982	1984	1986
All Institutions	100.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	82.6	81.9	81.4	80.7	80.2	79.3
Total minority	15.4	15.9	16.1	16.6	17.0	17.9
Black, non-Hispanic	9.4	9.4	9.2	8.9	8.8	8.6
Hispanic	3.5	3.7	3.9	4.2	4.4	5.0
Asian	1.8	2.1	2.4	2.8	3.2	3.6
American Indian	0.7	0.7	0.7	0.7	0.7	0.7
Nonresident alien	2.0	2.3	2.5	2.7	2.7	2.7
Four-year Institutions	64.7	64.1	62.6	61.7	63.0	62.6
White, non-Hispanic	54.6	53.7	51.9	50.9	51.5	50.7
Total minority	8.5	8.7	8.7	8.7	9.2	9.6
Black, non-Hispanic	5.5	5.4	5.2	4.9	5.0	4.9
Hispanic	1.6	1.7	1.8	1.8	2.0	2.2
Asian	1.1	2.1	1.3	1.6	1.8	2.1
American Indian	0.3	0.3	0.3	0.3	0.3	0.3
Nonresident alien	1.6	1.8	2.0	2.2	2.3	2.3
Two-year Institutions	35.3	35.9	37.4	38.3	37.0	37.4
White, non-Hispanic	28.0	28.2	29.4	29.8	28.7	28.6
Total minority	6.9	7.2	7.4	8.0	7.9	8.4
Black, non-Hispanic	3.9	3.9	3.9	3.9	3.7	3.7
Hispanic	1.9	2.0	2.1	2.3	2.4	2.8
Asian	0.7	0.9	1.0	1.3	1.4	1.5
American Indian	0.4	0.4	0.4	0.4	0.4	0.4
Nonresident alien	0.4	0.5	0.5	0.5	0.4	0.4

(a) Includes estimates for nonresponse and underreporting. Details may not add to total because of rounding.

Source: U.S. Department of Education, Center for Education Statistics, *Trends in Minority Enrollment in Higher Education, Fall 1976–Fall 1986* (Washington D.C.: Office of Educational Research and Improvement, April 1988.)

Table 5
Undergraduate Enrollment in Higher Education by Race/Ethnicity
Biennially, Fall 1976 to Fall 1986(a)

(numbers in thousands)

Race/Ethnicity of Student	1976	1978	1980	1982	1984	1986	Percentage Change 1984-1986
Total	9,520	9,757	10,560	10,875	10,610	10,797	1.8
White, non-Hispanic	7,827	7,946	8,556	8,749	8,484	8,552	0.8
Total minority	1,550	1,642	1,797	1,907	1,911	2,041	6.8
Black, non-Hispanic	950	975	1,028	1,028	995	995	0.0
Hispanic	357	388	438	485	495	569	14.9
Asian	173	206	253	313	343	394	14.9
American Indian	70	72	79	82	78	84	7.7
Nonresident alien	142	169	208	220	216	204	-5.6

Percentage Distribution

Race/Ethnicity of Student	1976	1978	1980	1982	1984	1986
Total	100.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	82.2	81.4	81.0	80.5	80.0	79.2
Total minority	16.3	16.8	17.0	17.5	18.0	18.9
Black, non-Hispanic	10.0	10.0	9.7	9.4	9.4	9.2
Hispanic	3.7	4.0	4.1	4.5	4.7	5.3
Asian	1.8	2.1	2.4	2.9	3.2	3.6
American Indian	0.7	0.7	0.7	0.8	0.7	0.8
Nonresident alien	1.5	1.7	2.0	2.0	2.0	1.9

(a) Includes estimates for nonresponse and underreporting. Details may not add to total because of rounding.

Source: U.S. Department of Education, Center for Education Statistics, *Trends in Minority Enrollment in Higher Education, Fall 1976–Fall 1986* (Washington, D.C.: Office of Educational Research and Improvement, April 1988).

Table 6
Enrollment in Historically Black Colleges and Universities by Race/Ethnicity
Fall 1976 to Fall 1987

Race/Ethnicity	1976	1980	1982	1984	1986	1987	Percentage 1986-1987	Percentage 1976-1987
Number of HBCUs	105	102	100	104	104	100		
Total	212,120	222,220	216,570	216,050	213,093	217,367	2.0	2.5
Black, non-Hispanic	185,620	185,780	177,000	175,110	176,596	182,019	3.1	-2.0
White, non-Hispanic	18,390	21,480	23,040	23,450	22,651	23,225	2.5	26.3
Asian	610	1,340	1,050	1,350	1,237	1,187	-4.0	94.6
Hispanic	460	1,030	1,070	1,560	1,485	1,588	6.9	245.2
American Indian	180	400	570	240	552	519	-6.0	187.2
Nonresident alien	6,660	12,200	13,840	14,340	10,572	8,829	-16.5	32.6

Note: Details may not add to total because of rounding.

Source: Hill, Susan T., *The Traditionally Black Institutions of Higher Education, 1860 to 1982* (Washington, D.C.: Government Printing Office, 1984); National Association for Equal Opportunity Research Institute, staff analysis of the U.S. Department of Education, Office of Civil Rights unpublished data, fall 1984, 1986, and 1987.

Table 7
Graduate Enrollment in Higher Education by Race/Ethnicity
Biennially, Fall 1976 to Fall 1986(a)

(numbers in thousands)

Race/Ethnicity of Student	1976	1978	1980	1982	1984	1986	Percentage Change 1984-1986
Total	1,221	1,219	1,250	1,235	1,344	1,434	6.8
White, non-Hispanic	1,030	1,019	1,030	1,002	1,087	1,132	4.1
Total minority	119	120	125	123	141	166	17.7
Black, non-Hispanic	72	68	66	61	67	72	7.5
Hispanic	22	24	27	27	32	46	43.8
Asian	21	24	28	30	37	43	16.2
American Indian	4	4	4	5	5	5	0.0
Nonresident alien	73	80	94	108	115	136	18.3

Percentage Distribution

Race/Ethnicity of Student	1976	1978	1980	1982	1984	1986
Total	100.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	84.3	83.6	82.4	81.1	80.9	78.9
Total minority	9.8	9.8	10.0	10.0	10.5	11.6
Black, non-Hispanic	5.9	5.6	5.3	4.9	5.0	5.0
Hispanic	1.8	1.9	2.2	2.2	2.4	3.2
Asian	1.7	2.0	2.2	2.5	2.8	3.0
American Indian	0.4	0.4	0.4	0.4	0.4	0.4
Nonresident alien	6.0	6.6	7.5	8.8	8.6	9.5

(a) Includes estimates for nonresponse and underreporting. Details may not add to total because of rounding.

Source: U.S. Department of Education, Center for Education Statistics, *Trends in Minority Enrollment in Higher Education, Fall 1976–Fall 1986* (Washington, D.C.: Office of Educational Research and Improvement, April 1988).

Table 8
Professional School Enrollment in Higher Education by Race/Ethnicity
Biennially, Fall 1976 to Fall 1986(a)

(numbers in thousands)

Race/Ethnicity of Student	1976	1978	1980	1982	1984	1986	Percentage Change 1984-1986
Total	244	255	277	278	278	270	-2.9
White, non-Hispanic	220	229	248	246	243	230	-5.3
Total minority	21	22	26	29	32	36	12.5
Black, non-Hispanic	11	11	13	13	13	14	7.7
Hispanic	5	5	7	7	8	9	12.5
Asian	4	5	6	8	9	11	22.2
American Indian	1	1	1	1	1	1	0.0
Nonresident alien	3	3	3	3	3	4	33.3

Percentage Distribution

Race/Ethnicity of Student	1976	1978	1980	1982	1984	1986
Total	100.0	100.0	100.0	100.0	100.0	100.0
White, non-Hispanic	90.1	89.8	89.5	88.5	87.4	85.2
Total minority	8.6	8.6	9.5	10.4	11.4	13.2
Black, non-Hispanic	4.6	4.3	4.6	4.7	4.8	5.2
Hispanic	1.9	2.0	2.4	2.5	2.9	3.4
Asian	1.7	2.0	2.2	2.9	3.4	4.2
American Indian	0.5	0.4	0.3	0.4	0.4	0.4
Nonresident alien	1.3	1.2	1.0	1.1	1.2	1.5

(a) Includes estimates for nonresponse and underreporting. Details may not add to total because of rounding.

Source: U.S. Department of Education, Center for Education Statistics, *Trends in Minority Enrollment in Higher Education, Fall 1976–Fall 1986* (Washington D.C.: Office of Educational Research and Improvement, April 1988.)

Table 9
Full-time Employment in Higher Education by Race/Ethnicity and Sex
1975, 1983, and 1985

Race/Ethnicity and Sex	1975		1983		1985		Percentage Change		
	Number	Percent	Number	Percent	Number	Percent	1975-1983	1983-1985	1975-1985
Total	1,388,406	100.0	1,588,151	100.0	1,623,145	100.0	14.4	2.2	16.9
Male	749,579	54.0	815,417	51.3	819,256	50.5	8.8	0.5	9.3
Female	638,827	46.0	772,770	48.7	803,889	49.5	21.0	4.0	25.8
White	1,155,794	83.2	1,297,929	81.7	1,310,736	80.8	12.3	1.0	13.4
Male	642,897	46.3	686,313	43.2	681,823	42.0	6.8	-0.7	6.1
Female	512,897	36.9	611,616	38.5	628,913	38.7	19.2	2.8	22.6
Black	167,990	12.1	193,047	12.2	197,213	12.2	14.9	2.2	17.4
Male	70,160	5.1	75,874	4.8	76,238	4.7	8.1	0.5	8.7
Female	97,830	7.0	117,173	7.4	120,975	7.5	19.8	3.2	23.7
Hispanic	35,252	2.5	48,926	3.1	54,028	3.3	38.8	10.4	53.3
Male	19,861	1.4	25,120	1.6	27,426	1.7	26.5	9.2	38.1
Female	15,391	1.1	23,806	1.5	26,602	1.6	54.7	11.7	72.8
Asian	24,709	1.8	41,550	2.6	53,136	3.3	68.2	27.9	115.0
Male	14,074	1.0	24,159	1.5	29,307	1.8	71.7	21.3	108.2
Female	10,635	0.8	17,391	1.1	23,829	1.5	63.5	37.0	124.1
American Indian	4,661	0.3	6,735	0.4	8,032	0.5	44.5	19.3	72.3
Male	2,587	0.2	3,951	0.2	4,462	0.3	52.7	12.9	72.5
Female	2,074	0.1	2,784	0.2	3,570	0.2	34.2	28.2	72.1

Note: Details may not add to total because of rounding.

Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975, 1983, and 1985.

Table 10
Full-time Non-Faculty in Higher Education by Race/Ethnicity and Sex
1975, 1983, and 1985

Race/Ethnicity and Sex	1975		1983		1985		Percentage Change		
	Number	Percent	Number	Percent	Number	Percent	1975-1983	1983-1985	1975-1985
Total	941,576	100.0	1,102,412	100.0	1,134,346	100.0	17.1	2.9	20.5
Male	413,217	43.9	458,838	41.6	465,043	41.0	11.0	1.4	12.5
Female	528,359	56.1	643,610	58.4	669,303	59.0	21.8	4.0	26.7
White	745,847	79.2	857,488	77.8	870,969	76.8	15.0	1.6	16.8
Male	330,604	35.1	360,142	32.7	360,854	31.8	8.9	0.2	9.1
Female	412,243	43.8	497,282	45.1	510,115	45.0	20.6	2.6	23.7
Black	148,244	15.7	173,376	15.7	176,930	15.6	17.0	2.0	19.4
Male	59,266	6.3	65,333	5.9	65,185	5.7	10.2	-0.2	10.0
Female	88,978	9.4	108,143	9.8	111,745	9.9	21.5	3.3	25.6
Hispanic	28,929	3.1	41,470	3.8	45,941	4.0	43.4	10.8	58.8
Male	15,288	1.6	19,880	1.8	21,743	1.9	30.0	9.4	42.2
Female	13,641	1.4	21,590	2.0	24,198	2.1	58.3	12.1	77.4
Asian	14,946	1.6	24,651	2.2	34,032	3.0	64.9	38.1	127.7
Male	6,244	0.7	10,482	1.0	13,984	1.2	67.9	33.4	124.0
Female	8,702	0.9	14,169	1.3	20,048	1.8	62.8	41.5	130.4
American Indian	3,610	0.4	5,427	0.5	6,474	0.6	50.3	19.3	79.3
Male	1,815	0.2	3,001	0.3	3,277	0.3	65.3	9.2	80.6
Female	1,795	0.2	2,426	0.2	3,197	0.3	35.2	31.8	78.1

Note: Includes the following non-faculty employment categories: executive, administrative, managerial, professional non-faculty, clerical, secretarial, technical, paraprofessional skilled craft, service and maintenance. Details may not add to total because of rounding.

Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975, 1983, and 1985

Table 11
Full-time Faculty in Higher Education by Race/Ethnicity and Sex
1975, 1983, and 1985

Race/Ethnicity and Sex	1975		1983		1985		Percentage Change		
	Number	Percent	Number	Percent	Number	Percent	1975-1983	1983-1985	1975-1985
Total	446,830	100.0	485,739	100.0	488,799	100.0	8.7	0.6	9.4
Male	336,362	75.3	356,579	73.4	354,213	72.5	6.0	-0.7	5.3
Female	110,468	24.7	129,160	26.6	134,586	27.5	16.9	4.2	21.8
White	409,947	91.7	440,505	90.7	439,767	90.0	7.5	-0.2	7.3
Male	312,293	69.9	326,171	67.1	320,969	65.7	4.4	-1.6	2.8
Female	97,654	21.9	114,334	23.5	118,798	24.3	17.1	3.9	21.7
Black	19,746	4.4	19,571	4.0	20,283	4.1	-0.9	3.6	2.7
Male	10,894	2.4	10,541	2.2	11,053	2.3	-3.2	4.9	1.5
Female	8,852	2.0	9,030	1.9	9,230	1.9	2.0	2.2	4.3
Hispanic	6,323	1.4	7,456	1.5	8,087	1.7	17.9	8.5	27.9
Male	4,573	1.0	5,240	1.1	5,683	1.2	14.6	8.5	24.3
Female	1,750	0.4	2,216	0.5	2,404	0.5	26.6	8.5	37.4
Asian	9,763	2.2	16,889	3.5	19,104	3.9	73.0	13.1	95.7
Male	7,830	1.8	13,677	2.8	15,323	3.1	74.7	12.0	95.7
Female	1,933	0.4	3,222	0.7	3,781	0.8	66.7	17.3	95.6
American Indian	1,051	0.2	1,308	0.3	1,558	0.3	24.5	19.1	48.2
Male	772	0.2	950	0.2	1,185	0.2	23.1	24.7	53.5
Female	279	0.1	358	0.1	373	0.1	28.3	4.2	33.7

Note: Includes full-time faculty who are in non-tenure earning positions, tenured faculty, and faculty who are non-tenured, but in positions which lead to consideration for tenure. Details may not add to total because of rounding.

Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975, 1983, and 1985.

Table 12
Full-time Faculty by Rank, Race/Ethnicity, and Sex
1975, 1983, and 1985

Full Professor

	Male			Female		
	1975	1983	1985	1975	1983	1985
Total	88,761	114,072	117,660	9,335	14,070	15,533
Participation rate	90.4	89.0	88.3	9.6	11.0	11.7
White	84,316	106,554	109,461	8,645	12,665	14,009
Participation rate	86.1	83.2	82.2	8.8	9.9	10.5
Black	1,640	2,034	2,132	505	823	829
Participation rate	1.7	1.6	1.6	0.5	0.6	0.6
Hispanic	653	1,137	1,240	103	232	259
Participation rate	0.7	0.9	0.9	0.1	0.2	0.2
Asian	1,809	4,151	4,548	128	315	399
Participation rate	1.8	3.2	3.4	0.1	0.2	0.3
American Indian	134	196	279	18	35	37
Participation rate	0.2	0.2	0.2	0.1	*	*

Associate Professor

	Male			Female		
	1975	1983	1985	1975	1983	1985
Total	82,709	87,176	87,935	16,802	24,711	26,858
Participation rate	83.1	77.9	76.6	16.9	22.1	23.4
White	77,758	80,100	79,967	15,250	22,146	23,964
Participation rate	78.1	71.6	69.7	15.3	19.8	20.9
Black	1,942	2,461	2,667	1,001	1,508	1,654
Participation rate	1.9	2.2	2.3	1.0	1.3	1.4
Hispanic	902	1,210	1,340	265	394	465
Participation rate	0.9	1.1	1.2	0.3	0.4	0.4
Asian	2,043	3,176	3,600	270	608	717
Participation rate	2.1	2.8	3.1	0.3	0.5	0.6
American Indian	155	229	361	35	55	58
Participation rate	0.2	0.2	0.3	0.2	*	0.1

Table 12 (Continued)
Full-time Faculty by Rank, Race/Ethnicity, and Sex
1975, 1983, and 1985

Assistant Professor

	Male			Female		
	1975	1983	1985	1975	1983	1985
Total	87,080	74,166	73,730	34,153	39,164	41,082
Participation rate	71.8	65.4	64.2	28.2	34.6	35.8
White	79,944	65,692	64,486	30,499	34,484	35,968
Participation rate	66.0	58.0	56.2	25.1	30.4	31.3
Black	3,237	2,964	3,020	2,591	2,883	3,055
Participation rate	2.7	2.6	2.6	2.1	2.5	2.7
Hispanic	1,301	1,389	1,380	486	619	674
Participation rate	1.1	1.2	1.2	0.4	0.5	0.6
Asian	2,207	3,905	4,426	589	1,097	1,297
Participation rate	1.8	3.4	3.9	0.5	1.0	1.1
American Indian	201	216	418	60	81	88
Participation rate	0.2	0.2	0.3	0.1	0.1	0.1

Instructors, Lecturers, and Other

	Male			Female		
	1975	1983	1985	1975	1983	1985
Total	78,002	68,366	66,729	49,528	48,948	48,740
Participation rate	61.2	58.3	57.8	38.8	41.7	42.2
White	69,951	61,078	58,729	42,834	42,972	42,570
Participation rate	54.9	52.1	50.9	33.6	36.6	36.9
Black	3,982	3,081	2,976	4,690	3,697	3,517
Participation rate	3.1	2.6	2.6	3.7	3.2	3.0
Hispanic	1,678	1,436	1,598	888	939	1,027
Participation rate	1.3	1.2	1.4	0.7	0.8	0.9
Asian	1,755	2,460	3,005	920	1,156	1,433
Participation rate	2.2	2.1	2.6	0.7	1.0	1.2
American Indian	320	34	421	161	184	193
Participation rate	0.2	*	0.4	0.1	0.2	0.2

*Less than 0.05 percent.

Note: Details may not add to total because of rounding.

Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975, 1983, and 1985.

Table 13
Tenured and Non-Tenured Faculty in Higher Education by Race/Ethnicity
1975, 1983, and 1985

Race/Ethnicity	1975		1983		1985		Percentage Change		
	Number	Percent	Number	Percent	Number	Percent	1975-1983	1983-1985	1975-1985
Total	363,101	100.0	365,739	100.0	366,666	100.0	0.7	0.3	1.0
Tenured	233,498	64.3	258,136	70.6	260,541	71.1	10.6	0.9	11.6
Non-tenured	129,603	35.7	107,603	29.4	106,125	28.9	-17.0	-1.4	-18.1
White	335,401	100.0	332,906	100.0	330,403	100.0	-0.7	-0.8	-1.5
Tenured	219,160	65.3	237,501	71.3	237,861	72.0	8.4	0.2	8.5
Non-tenured	116,241	34.7	95,405	28.7	92,542	28.0	-17.9	-3.0	-20.4
Black	14,740	100.0	13,954	100.0	15,036	100.0	-5.3	7.8	2.0
Tenured	7,045	47.8	8,746	62.7	9,282	61.7	24.1	6.1	31.8
Non-tenured	7,695	52.2	5,208	37.3	5,754	38.3	-32.3	10.5	-25.2
Hispanic	4,831	100.0	5,714	100.0	6,011	100.0	18.3	5.2	24.4
Tenured	2,599	53.8	3,814	66.7	4,032	67.1	46.7	5.7	55.1
Non-tenured	2,232	46.2	1,900	33.3	1,979	32.9	-14.9	4.2	-11.3
Asian	7,354	100.0	12,287	100.0	13,882	100.0	67.1	13.0	88.8
Tenured	4,281	58.2	7,454	60.7	8,500	61.2	74.1	14.0	98.6
Non-tenured	3,073	41.8	4,833	39.3	5,382	38.8	57.3	11.4	75.1
American Indian	775	100.0	878	100.0	1,334	100.0	13.3	51.9	72.1
Tenured	413	53.3	621	70.7	866	64.9	50.4	39.5	109.7
Non-tenured	362	46.7	257	29.3	468	35.1	-29.0	82.1	29.3

Note: Figures exclude faculty who are in non-tenure earning positions. These figures are therefore less than full-time faculty figures which include faculty in non-tenure earning positions. Details may not add to total because of rounding.

Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975, 1983, and 1985.

Table 14
Full-time Administrators in Higher Education by Race/Ethnicity and Sex
1975, 1983, and 1985

Race/Ethnicity and Sex	1975		1983		1985		Percentage Change		
	Number	Percent	Number	Percent	Number	Percent	1975-1983	1983-1985	1975-1985
Total	96,924	100.0	117,486	100.0	124,374	100.0	21.2	5.9	28.3
Male	74,650	77.0	79,340	67.5	80,676	64.9	6.3	1.7	8.1
Female	22,274	23.0	38,146	32.5	43,698	35.1	71.3	14.6	96.2
White	88,054	90.8	105,420	89.7	109,972	88.4	19.7	4.3	24.9
Male	68,551	70.7	72,126	61.4	72,204	58.1	5.2	0.1	5.3
Female	19,503	20.1	33,294	28.3	37,768	30.4	70.7	13.4	93.7
Black	6,801	7.0	8,362	7.1	9,446	7.6	23.0	13.0	38.9
Male	4,566	4.7	4,727	4.0	5,203	4.2	3.5	10.1	14.0
Female	2,235	2.3	3,635	3.1	4,243	3.4	62.6	16.7	89.8
Hispanic	1,203	1.2	2,040	1.7	2,490	2.0	69.6	22.1	107.0
Male	906	0.9	1,386	1.2	1,598	1.3	53.0	15.3	76.4
Female	297	0.3	654	0.6	892	0.7	120.2	36.4	200.3
Asian	600	0.6	1,234	1.1	1,920	1.5	105.7	55.6	220.0
Male	413	0.4	790	0.7	1,279	1.0	91.3	61.9	209.7
Female	187	0.2	444	0.4	641	0.5	137.4	44.4	242.8
American Indian	266	0.3	430	0.4	546	0.4	61.7	27.0	105.3
Male	214	0.2	311	0.3	392	0.3	45.3	26.0	83.2
Female	52	0.1	119	0.1	154	0.1	128.8	29.4	196.2

Note: Details may not add to total because of rounding.

Source: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975, 1983, and 1985.

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